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ABSTRACT

THIS DOCUMENT REPRESENTS AN ATTEMPT TO DEMONSTRATE A WAY OF WRITING MEANINGFUL OBJECTIVES FOR TEACHING ENGLISH AS A SECOND LANGUAGE. BEHAVIORAL OBJECTIVES ANSWER THE QUESTIONS: (1) WHAT MUST THE STUDENT LEARN, (2) WHAT IS THE BEST WAY FOR HIM TO LEARN IT, AND (3) HOW DOES ONE KNOW WHEN HE HAS LEARNED IT? THESE MODEL BEHAVIORAL OBJECTIVES ATTEMPT TO SPECIFY THE CONTENT AND THE METHOD OF PRESENTATION OF MATERIAL TO THE STUDENT; HOWEVER, THEY ARE NOT MEANT FOR DIRECT USE IN TEACHING. THEY ARE NOT MEANT TO BE EXHAUSTIVE, DEFINITIVE, OR SEQUENTIAL, BUT RATHER ILLUSTRATIVE. EXAMPLES OF BEHAVIORAL OBJECTIVES ARE GIVEN FOR THE FOLLOWING AREAS: PHONOLOGY, MORPHOLOGY, STRUCTURE, VOCABULARY, CULTURE, AND INTERRELATED LEARNINGS. THESE CONTENT AREAS ARE SUBDIVIDED INTO THE FOUR SKILL AREAS: LISTENING, HEARING, READING, AND WRITING. (DO)

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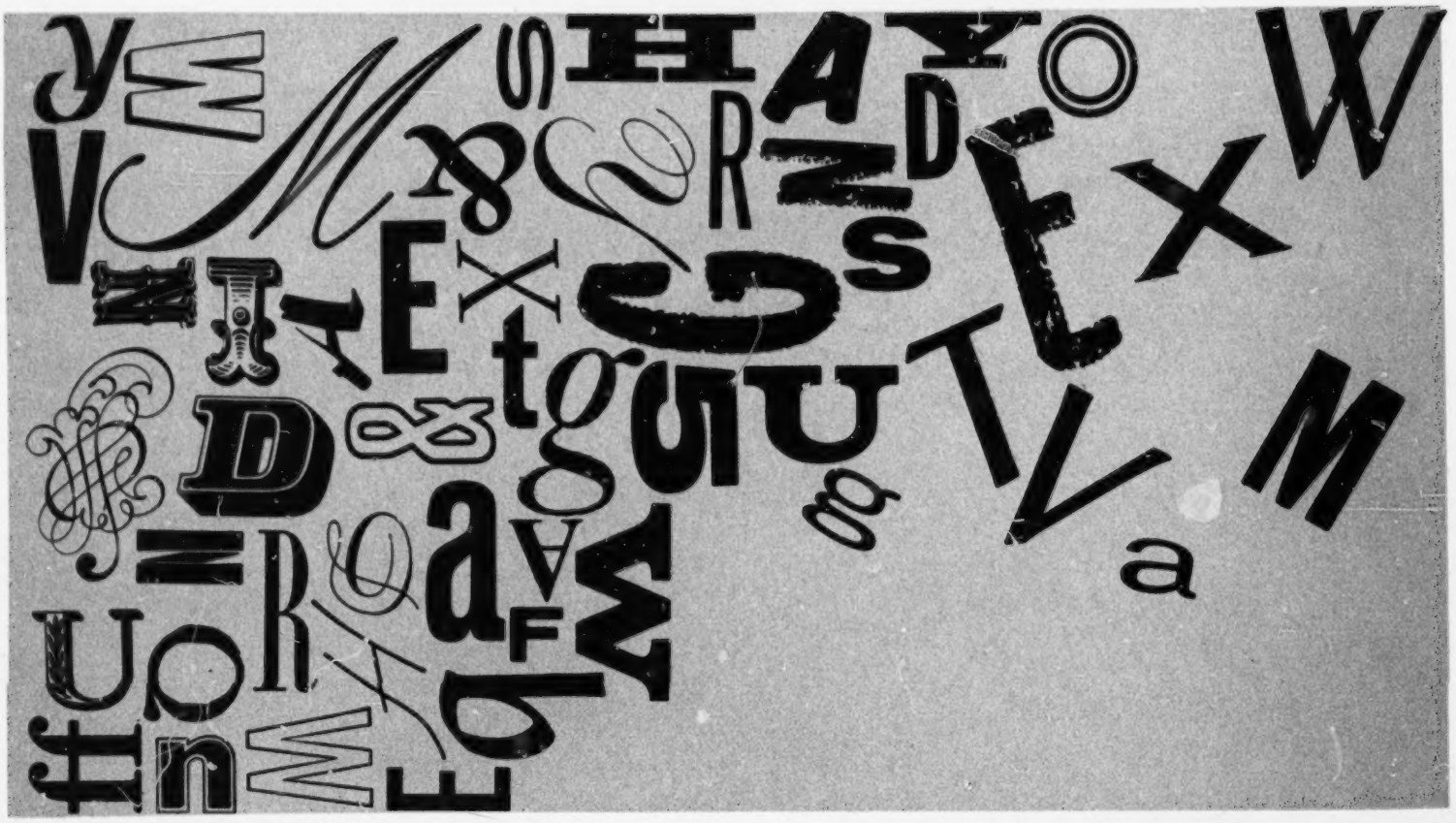

Behavioral objectives for english as a second language

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BEHAVIORAL OBJECTIVES FOR ENGLISH AS A SECOND LANGUAGE

(Developmental Copy)

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A Cooperative Project by the Four County Committee on Behavioral Objectives

LOS ANGELES COUNTY
ORANGE COUNTY
RIVERSIDE COUNTY
SAN BERNARDINO COUNTY

AUGUST, 1969

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PREFACE

The teaching of English as a Second Language is receiving much attention and emphasis at the present time. Recent developments in techniques and new materials have provided answers to problems confronting the language teacher and pupil. One persistent problem is that of the clear statement of specific objectives for a course of study in English as a Second Language.

Existing courses of study offer objectives with indefinite or broad objectives such as:

To develop the ability to learn a second language.

To develop an understanding of and respect for the English-speaking peoples of the world.

To appreciate the English language.

These objectives make it difficult or impossible to define clearly the skills the student must learn or to measure whether or not he has learned them.

In other instances, the course objectives define the skills to be taught:

To listen to and understand the English language.

To speak conversational English.

To read known material.

To write what has been heard, said and read.

Objectives such as those above, although more helpful, do not specify the content, the degree of skill to be attained, nor the means for measuring achievement.

Still other courses of study list content objectives without reference to what skills the student must learn, these often read:

All the phonology of the language.

Demonstrative pronouns.

Present indicative of regular verbs.

In this document, we attempt to demonstrate a way of writing more meaningful objectives. Our task, as is the task of every teacher, is to answer the following questions:

1. What is it that we want the student to learn?
2. What is the best way for him to learn it?
3. How will we know when he has learned it?

Such goals are known as behavioral objectives. The "behavioral" comes from the description of learning as "changed behavior". In our writing of behavioral objectives, we attempt to eliminate words with obscure reference and words that are open to many interpretations such as: to know, to appreciate, to enjoy, to feel. Such words are not explicit enough to be useful. What is necessary in writing behavioral objectives? The three questions in the previous paragraph must be answered, of course, but what is the process? First, we must state what the learner will be doing when he has finished the task at hand. In other words, what will the outcome of the learning process be? This <u>outcome</u> is called the <u>terminal performance</u>. The following statement describes an example of a terminal performance:

"The student is able to write the plural form of nouns."

More explanation is needed to make this a truly useful objective.

The second step is to add a statement that describes the extent of knowledge or skill required and defines the conditions under which the student will perform:

> "Given a list of 35 singular nouns, including those requiring final or medial changes to form the plural . . . . ."

One further step must be taken to complete the statement of the objective. There must be an indication of how the student is to be evaluated:

> "To be correct, the plural forms must be correctly spelled. A score of two-thirds or more correct answers will be considered passing."

The final statement of the objective includes all of these components:

> "Given a list of 35 singular nouns, including those requiring final or medial changes to form the plural endings, the student is able to write the plural form of the nouns. The student will write each plural noun and spell the words correctly. Two-thirds or more correct answers will be a passing score."

The behavioral objectives which follow attempt to specify the content and the method of presentation to the student. The objectives are not meant to be exhaustive, definitive, or sequential. It should also be stated that the objectives are not meant for direct use in teaching. Rather, they are illustrative of what the committee feels are model objectives and may be used as such to actualize and implement a more effective set of teaching tactics. If the objectives are to be used for terminal performance, they may be altered to include a measure of the student's achievement and the level of performance expected. (See Appendix C)

Note on the numbering system: Each objective is numbered using a three digit system. The first digit refers to content:

1. Phonology
2. Morphology
3. Structure
4. Vocabulary
5. Culture
6. Interrelated Learnings

The second digit refers to the four skills:

1. Listening
2. Speaking
3. Reading
4. Writing
5. Combined Skills

The third digit designates a specific activity under the previous sub-headings. For example, the entry numbered 1.2.4 designates the fourth entry (4) under Speaking (2) leading to control of Phonology (1).

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1.0 PHONOLOGY

INSTRUCTIONS FOR USING THIS MODEL SET OF OBJECTIVES

Prior to the application of these behavioral objectives in the classroom, the following steps are essential:

1. An in-depth study of the nature of behavioral objectives including readings from those suggested in Appendix E, particularly No. 7, Mager's Preparing Instructional Objectives.
2. Interpretation of this model set of objectives by at least one county consultant involved in the development of this document.
3. Practice in writing additional behavioral objectives applied to local curriculum content.
4. Experimental application and re-evaluation of behavioral objectives.

BEHAVIORAL OBJECTIVES

1.0 Phonology

1.1 Listening

1.1.1 (Vowels, consonants, intonation) The student listens to a word which may be said with an English or Spanish intonation. The student circles the number representing the word if it is said as in English. He does not circle the number for words said with a Spanish intonation.

Student hears:	Student marks:
1. California (Spanish)	1
2. Mexico (English)	(2)
3. patio (English)	(3)
4. adobe (Spanish)	4
5. Arizona (English)	(5)

1.1.2 (Vowel sounds) The student listens for a specific vowel sound in English. He hears pairs of English words, one of which contains the specified sound. He indicates which of the two words contains the specified sound by circling the letter "A" or "B" on his answer sheet. Vowel sound / æ /

Student hears:		Student marks:	
1. cap	cup	1. (A)	B
2. hat	hot	2. (A)	B
3. pot	pat	3. A	(B)

1.1.3 (Contrasting vowel sounds) The student listens to the teacher pronounce two words, one containing a short vowel sound, the other a long vowel sound. As the teacher repeats each word the student claps his hands if the word contains the short vowel sound, and raises his hand if the word contains the long vowel sound.

Student hears:				Student responds:
1. cap	-	cape	cap	1. claps
2.			cape	2. raises his hand
3. rat	-	rate	rat	3. claps
4.			rate	4. raises hand

Vowel sounds to be contrasted:

a	/ æ /	cap	/ ey /	cape
e	/ e /	fed	/ iy /	feed
i	/ *i* /	bit	/ *ay* /	bite
o	/ *a* /	not	/ ow /	note
u	/ ə /	nut	/ uw/	rule

1.0 Phonology

1.1 Listening

1.1.4 (Vowel sounds) The student is instructed to listen for a specific vowel sound. He will hear an utterance which may or may not contain the specified sound. He will circle the number of the sentence if it contains the vowel sound. Vowel sound / æ / :

Student hears:	Student marks:
1. I have a pencil.	(1)
2. Who's he?	2.
3. My name is Jim.	3.
4. Class, this is Jane.	(4)

1.1.5 (Consonant sounds) The student listens to a sentence which may or may not contain a specified consonant sound. If he hears the sound, he marks the "Yes" column of his answer sheet. If he does not, he marks "No". Consonant sound / s /:

Student hears:	Student marks: Yes	No
1. I have two cookies.	1.	x
2. I have two cakes.	2. x	
3. I have two doughnuts.	3 x	

1.1.6 (Consonant sounds) The student listens to two English words. The words will be as nearly alike as possible, with the exception of one consonant sound. The student will place a check mark under the letter "A" if the first word contains the sound or under letter "B" if the second word contains the sound. Consonant sound / r /:

Student hears:		Student marks: A	B
1. red	led	1. x	
2. ran	fan	2. x	
3. cat	rat	3.	x
4. car	cot	4. x	

1.1.7 (Pronunciation of / i /) The teacher will orally give pairs of words. The student raises his hand when the sound of / i / is heard.

Student hears:		Student raises hand:
1. pit	pet	1. pit
2. head	hid	2. hid
3. bet	bit	3. bit
4. pin	pen	4. pin
5. set	sit	5. sit

1.0 Phonology

1.1 Listening

1.1.8 (Voiceless th, / θ /) As he listens to the teacher read a list of words, the student circles words on a ditto sheet that contain the voiceless th sound. He will not circle words that do not contain the sound.

Student hears:	Student circles:
1. teeth	1. (teeth)
2. boat	2. boat
3. three	3. (three)
4. mother	4. mother
5. stay	5. stay
6. tooth paste	6. (tooth) paste
7. thank you	7. (thank) you
8. another	8. another
9. that	9. that
10. thin	10. (thin)

1.1.9 (Voiced th, / ð /) As he listens to the teacher read a list of words, the student circles the words on a ditto sheet that contain the voiced th sound. He will not circle the words which do not contain this sound.

Student hears:	Student circles:
1. mother	1. (mother)
2. thirty	2. thirty
3. this	3. (this)
4. though	4. (though)
5. mouth	5. mouth
6. anything	6. anything
7. smoother	7. (smoother)
8. thus	8. (thus)
9. either	9. (either)
10. thumb	10. thumb

1.1.10 (Consonants / š / / č /) Given orally a list of words containing the sounds sh and ch, the student identifies them correctly by marking in the proper column.

Student hears:	Student marks:	
	I š	II č
1. chair		x
2. cheap		x
3. ship	x	
4. chap		x
5. which		x
6. share	x	
7. sheep	x	
8. chip		x
9. shop	x	
10. wish	x	

1.0 Phonology

1.1 Listening

1.1.11 (Intonation-interrogative) The student listens to pairs of sentences and identifies which of the two spoken is a statement and which is a question from the intonation pattern.

Student hears:	Student marks: Question	Statement
1. You went to town today.	1.	x
2. You went to town today?	2. x	
3. This is your book?	3. x	
4. This is your book.	4.	x

1.1.12 (Stress) The student listens to a word. He places a check mark under column I if the first part (syllable) of the word is stressed. He places a check under column II if the second part (syllable) of the word is stressed.

Student hears:	Student marks: I	II
1. récord	1. x	
2. recórd	2.	x
3. présent	3. x	
4. presént	4.	x

1.1.13 (Intonation) The student listens to two sentences. The student places a check mark in column I if the sentence contains an interrogative intonation pattern. He places a check mark under column II if the sentence does not contain an interrogative intonation pattern.

Student hears:	Student marks: I	II
1. Are you going to town?	1. x	
2. You are going to town.	2.	
3. Are you sick?	3. x	
4. You are sick.	4.	x

1.1.14 (Intonation) The student hears a series of sentences which will be either exclamatory or interrogative. The student circles the word exclamation if the sentence contains the exclamatory intonation pattern. He circles the word question if the sentence contains the interrogative intonation pattern.

Student hears: Student marks: (See Page 6)

1. What a beautiful sunset!
2. What makes a sunset beautiful?
3. What are good children?
4. What good children!

(continued)

1.0 Phonology

1.1 Listening

1.1.14 (Intonation - continued)

Student marks:

1.	exclamation	question
2.	exclamation	question
3.	exclamation	question
4.	exclamation	question

1.1.15 (Stress) The student listens to pairs of words. He places a check under column I if the first syllable of the word is stressed. He places a check under column II if the second syllable of the word is stressed.

	Student hears:	Student marks: I	II
1.	des ´ert	x	
2.	re ´cord	x	
3.	present´		x
4.	ob ´ject	x	
5.	abstract´		x
6.	dessert´		x
7.	record´		x
8.	pres ´ent	x	
9.	object´		x
10.	ab ´stract	x	

1.1.16 (Consonant / š /) The student listens for the consonant sound / š /. As the teacher says two words, the student circles the corresponding number on either column I or II when the / š / sound is heard.

	Student hears:		Student marks: I	II
1.	share	chair	(1)	1
2.	choose	shoes	2	(2)
3.	mush	much	(3)	3
4.	sheep	cheap	(4)	4
5.	crutch	crush	5	(5)

1.1.17 (Rhyming words) The student listens to a pair of words that may or may not rhyme. He claps his hands when he hears a pair of rhyming words.

	Student hears:	Student performs:
1.	hill, fill	1. Claps hands.
2.	friend, fly	2. Doesn't clap hands.
3.	red, bread	3. Claps hands.

1.0 Phonology

1.1 Listening

1.1.18 (Diphthongs) The student listens to a list of words, one of which contains a specified sound. He indicates which of the words contains the specific sound by circling the words representing the sound / uw /.

Student hears:	Student circles:
1. balloon	1. (balloon)
2. baloney	2. baloney
3. moan	3. moan
4. moon	4. (moon)
5. town	5. town
6. tune	6. (tune)
7. flew	7. (flew)
8. flow	8. flow

1.1.19 (Linking) The student hears several sentences. Some contain linking and some do not. The student checks under "Yes" if he hears linking, and "No" if he does not.

Student hears:	Student marks: Yes	No
1. What is this?	1.	x
2. It's a book. / itzə / book.	2. x	
3. That's a pen. / ðætzə / pen.	3. x	
4. What's that?	4.	x

1.1.20 (Reduced form of speech) The student listens to an utterance which may or may not contain a reduced form of speech. He will place a check mark under Yes if the sentence contains a reduced form of speech and a check mark under No if it does not.

Student hears:	Student marks: Yes	No
1. bread'n butter	1. x	
2. good or bad	2.	x
3. boys'n girls	3. x	
4. up'n down	4. x	
5. sweet or sour	5.	x

1.1.21 (Reduced form of speech) The student listens to sentences and circles the sentence where a reduced form of speech is present.

Student hears:	Student marks:
1. He is goin' to town.	(1.)
2. She is going home.	2.
3. Where is she going?	3.

(continued)

1.0 Phonology

1.1 Listening

1.1.21 (Reduced form of speech - continued)

Student hears:	Student marks:
4. John plays golf and tennis.	4.
5. She asked for cheese'n crackers.	(5.)
6. He wants paper and ink.	6.

1.0 Phonology

1.2 Speaking

1.2.1 (Consonants /ŋ/) The student hears a word ending in ng. He imitates the word and pronounces correctly the ng sound.

Student hears:	Student says:
1. swing	1. swing
2. ring	2. ring
3. song	3. song
4. young	4. young
5. thing	5. thing

1.2.2 (Final consonants) The student hears a word ending in /k/, /p/, or /t/. He imitates the word and pronounces the desired consonant sound.

Student hears:	Student says:
1. map	1. map
2. keep	2. keep
3. sip	3. sip
4. top	4. top
5. cup	5. cup
1. cat	1. cat
2. pet	2. pet
3. bit	3. bit
4. lot	4. lot
5. put	5. put
1. cake	1. cake
2. back	2. back
3. check	3. check
4. book	4. book
5. luck	5. luck

1.2.3 (Initial consonant clusters /st/, /sp/, /sk/, etc.) The student hears a sentence containing the initial consonant cluster. The student repeats the sentence, correctly pronouncing the word with the consonant cluster. A likely error might be adding /es/ before /st/ → /est/ at the beginning of the words, as in /estor/ for store

Student hears:	Student says:
1. John went to the store.	1. John went to the store.
2. He is Spanish.	2. He is Spanish.
3. This is a skate.	3. This is a skate.

1.0 Phonology

1.2 Speaking

1.2.4 (Vowel sounds) The student hears a word containing the vowel "i" in a medial position. He imitates the word, giving the medial vowel its correct sound / i /.

Student hears:	Student says:
1. rit	1. / rit /
2. tin	2. / tin /
3. ship	3. / šip /

1.2.5 (Vowel sounds) The student hears pairs of words, one of which contains the medial sound / i /. He imitates only the word containing the medial vowel / i / saying the medial sound / i / correctly.

Student hears:	Student says:
1. bed bid	1. /bid/
2. pin pan	2. /pin/
3. pot pit	3. /pit/
4. rit rut	4. /rit/

1.2.6 (Vowel sounds) The student hears a word with the medial vowel sound / i /. He repeats the word, changing the medial vowel sound to / iy /.

Student hears:	Student says:
1. bit	1. / biyt / (beat)
2. chip	2. /čiyp / (cheap)
3. ship	3. / šiyp / (sheep)
4. rim	4. / riym / (ream)

1.2.7 (Consonant sounds) The student hears a word terminating in the sound / v / (fricative voiced). He imitates the word using the correct pronunciation of / v /, (not the sound / f /).

Student hears:	Student says:
1. five	1. / fayv /
2. groove	2. / gruwv /
3. have	3. / hæv /
4. Steve	4. / stiyv /

1.0 Phonology

1.2 Speaking

1.2.8 (Consonant sounds) The student hears pairs of words, one of which ends in / v /. He imitates only the word terminating in / v / saying the final sound / v / correctly (not / f /).

Student hears:	Student says:
1. five - leaf	1. / fayv /
2. knife - live	2. / layv /
3. life - save	3. / seyv /

1.2.9 (Consonant sounds) The student is shown a picture chart with four squares containing objects ending in the consonant sound / z /. He names the things in the squares pronouncing the final sound / z / with the correct English pronunciation. The student's response is checked only on the consonant sound.

Student sees:	Student says:
1. two hives	1. / hɑyvz /
2. three bees	2. / biyz /
3. two trees	3. / triyz /
4. four bugs	4. / bəgz /

1.2.10 (Consonants) The student sees a picture of several objects beginning with the sound / s /. He names the object shown in the picture and says: "I see a _____." The student pronounces the initial consonant / s / correctly by giving the English pronunciation. (Avoid / es / for the initial sound.)

Student sees:	Student says:
1. a star	1. I see a /star/
2. a bar of soap	2. I see a bar of /sowp/
3. a paper sack	3. I see a paper/sæck/
4. a sandwich	4. I see a /sændwič/

1.2.11 (Linking) The student hears a statement. He responds by saying the sentence that has a linking sound.

Student hears:	Student says:
1. It's a duck.	1. /itzə / duck.
2. It's not a duck.	2. - - - - - - -
3. That's a chair.	3. /ðætzə / chair.
4. That's a table.	4. / " " /table.
5. What's that?	5. - - - - - - -

1.0 Phonology

1.2 Speaking

1.2.12 (Linking) The student hears a basic statement, then he makes other statements by responding to an item (verb) substitution drill. Some verbs may be used with linking and others may not.

Student hears:	Student says:
1. He has a book.	1. He /hæzə / book
2. .. wants	2. He /wantzə/ book
3. .. wanted	3. He wanted a book
4. .. bought	4. He bought a book
5. .. sells	5. He/ selzə /book.

1.0 Phonology

1.3 Reading

1.3.1 (Vowel sounds - glides) The student reads a paragraph and circles all the glides. (/ iy /, / ey /, / ay /, / oy /, / aw /, / ow /, / uw /)

Student reads:

Mary wants to go to camp. She needs some new clothes.
I will buy her some if she will wait.

Student circles:

Mary wants to go to camp. She needs some new clothes.
I will buy her some if she will wait.

1.3.2 (Vowel sounds) Given a list of sentences containing words that terminate in the sound / iy /, the student reads the sentences orally, correctly pronouncing the final / iy / sound.

Student reads:	Student says:
1. Alice is a good baby.	1. Alice is a good /beybiy/.
2. Joe has some money.	2. Joe has some /məniy/.
3. The clown is funny.	3. The clown is /fəniy/.
4. Grace drinks coffee.	4. Grace drinks / kɔfiy /.
5. Tom likes tea.	5. Tom likes /tiy/.

1.3.3 (Stress) The student reads a sentence that has one word underlined. He puts a check mark under number "1" or number "2" to indicate on which syllable the underlined word is stressed.

Student reads:	Student marks: 1	2
1. John likes ice cream for <u>dessert</u>.	1.	x
2. Please give me a <u>record</u> of your grades.	2. x	
3. Put all the round <u>objects</u> in the box.	3. x	
4. I <u>object</u> to the rule.	4.	x
5. Mary received many <u>presents</u> for Christmas.	5. x	

1.0 Phonology

1.4 Writing Activities

1.4.1 (/ θ / and / t /) The student writes t or th for each word he hears according to whether he hears a / θ / or / t / sound at the end of the word.

Student hears:	Student writes:
1. bath	1. th
2. bat	2. t
3. math	3. th
4. mat	4. t
5. pat	5. t
6. path	6. th
7. wrath	7. th
8. rat	8. t

1.0 Phonology

1.5 Combined Skills (listening, reading)

1.5.1 (Stress) The student listens to a sentence. He indicates the correct meaning by placing the number of the spoken sentence in the blank before the sentence that represents the correct meaning. The correct meaning is to be determined by stress.

Student hears:	Student marks:
1. <u>This</u> is my book.	_1_ This one, not that one, is my book.
2. This is <u>my</u> book.	_4_ This isn't my pen, it's my book.
3. This <u>is</u> my book.	_2_ This isn't yours, it's mine.
4. This is my <u>book</u>.	_3_ No matter what you say this is my book.

1.5.2 (Short sounds of vowels) The student reads pairs of words, each pair differing only in the vowel sound. The teacher pronounces each pair of words and repeats the word to be underlined. The student underlines the word pronounced.

Student hears:	Student underlines:
1. bed bad <u>bed</u>	1. <u>bed</u> bad
2. pit pat <u>pat</u>	2. pit <u>pat</u>
3. man men <u>men</u>	3. man <u>men</u>
4. pin pen <u>pin</u>	4. <u>pin</u> pen
5. fan fin <u>fan</u>	5. <u>fan</u> fin

1.5 Combined Skills (listening, writing)

1.5.3 (Consonant Sounds) The student hears a list of words. He writes the initial consonant sound of each word.

Student hears:	Student writes:
1. ready	1. r
2. sings	2. s
3. tomato	3. t
4. potato	4. p
5. fear	5. f
6. very	6. v
7. zoo	7. z
8. jump	8. j

1.0 Phonology

1.5 Combined Skills (listening, writing)

1.5.4 (Consonant sounds) The student hears a list of words. He writes the final sound of each word.

Student hears:	Student writes:
1. mother	1. r
2. wall	2. l
3. meet	3. t
4. bread	4. d
5. soap	5. p
6. washtub	6. b
7. fog	7. g
8. buzz	8. z

1.5.5 (Consonant sounds) The student listens to a minimal pair of words differing only in the initial consonant sounds. He then writes the words in the order they are presented. The student's writing is checked for the identification of the initial consonant sounds.

Student hears:	Student writes:
1. bet pet	1. bet pet
2. mat nat	2. mat nat
3. jot got	3. jot got
4. sip zip	4. sip zip
5. fat vat	5. fat vat

1.5.6 (Vowel sounds) The student listens to minimal pairs of words. He listens for a specific vowel sound / e / and writes the word containing that sound.

Student hears:	Student writes:
1. bad bed	1. bed
2. pen pin	2. pen
3. butter better	3. better
4. man men	4. men

1.0 Phonology

1.5 Combined Skills (listening, writing - continued)

1.5.7 (Consonant sounds) The student listens to minimal pairs of words differing only in the final consonant sound. He then writes the words in the order they are presented. The student's writing is checked for the identification of the final consonant sounds.

Student hears:		Student writes:	
1.	bed bet	1.	bed bet
2.	tan tam	2.	tan tam
3.	rid rib	3.	rid rib
4.	mad map	4.	mad map
5.	cot cop	5.	cot cop
6.	rot rob	6.	rot rob
7.	rib rip	7.	rib rip

1.5 Combined Skills (reading, writing)

1.5.8 (Vowel sounds - / ay /) The student reads a list of sentences. He copies the sentences and circles all the specified vowel sounds. This pattern can be used for vowel and consonant sounds.

Student reads:

1. He will come tonight.
2. Why does he eat so early?
3. Tea and coffee aren't good for white mice.
4. Barking dogs never bite.
5. Give me a red boat and a green kite.

Student writes and circles / ay / glide:

1. He will come tonight.
2. Why does he eat so early?
3. Tea and coffee aren't good for white mice.
4. Barking dogs never bite.
5. Give me a red boat and a green kite.

1.5 Combined Skills (reading, speaking)

1.5.9 (Intonation) The student reads aloud a paragraph containing punctuation marks that indicate intonation patters. The student's performance is checked for correct intonation.

Student reads: The boy saw the sunset.
He exclaimed, "What a beautiful sunset!"

Betty replied, "Haven't you ever seen a beautiful sunset before?"

1.0 Phonology

1.5 Combined Skills (reading, speaking)

1.5.10 (Intonation) The student reads aloud minimal pairs of sentences which are different only in intonation pattern. His performance is checked for correct intonation.

Student reads aloud:

1. A. He is going now.
   B. He is going now?

2. A. Jane is sick.
   B. Jane is sick?

3. A. The doctor drinks coffee.
   B. The doctor drinks coffee?

4. A. Tommy wants a mini-bike.
   B. Tommy wants a mini-bike?

2.0 MORPHOLOGY

2.0 Morphology

2.1 Listening

2.1.1 (Singular, plural) The student hears a singular or plural word. The student marks an "x" in the correct column, indicating whether the word is singular or plural.

Student hears:	Student marks:	
	Singular	Plural
1. boat	1. x	
2. cats	2.	x
3. dogs	3.	x
4. frog	4. x	
5. goat	5. x	
6. house	6. x	
7. kites	7.	x
8. letter	8. x	
9. pails	9.	x
10. rat	10. x	

2.1.2 (Verb forms: present progressive with is) The student is shown various visuals depicting action words. He listens to three sentences describing the action. He circles the letter referring to the sentence that contains the present progressive with <u>is</u>.

Student sees:

1. Picture of a dog running.	1. A. The dogs are running. B. The dog runs. (C.) The dog is running
2. Picture of a girl singing.	2. (A.) The girl is singing. B. The girls are singing. C. The girl sings.
3. Picture of a man driving a car.	3. A. The man drives the car. (B.) The man is driving the car. C. The men are driving the car.
4. Picture of a boy sitting at the table.	4. A. She is sitting at the table. B. He sits at the table. (C.) He is sitting at the table.

2.0 Morphology

2.2 Speaking

2.2.1 (a, an) The student hears a model sentence, then repeats it. The teacher says a cue word. The student uses the cue word in the sentence with the correct form of the article a or an.

Student hears:	Student says:
1. I have a book.	1. I have a book.
2. . . . . pencil.	2. I have a pencil.
3. . . . . orange.	3. I have an orange.

2.2.2 (have, has) The student hears the question and answers it, using a complete sentence that contains the noun in the question in addition to the correct form of have.

Student hears:	Student says:
1. Does Jane have a ball?	1. Yes, Jane has a ball.
2. Does Joe have an airplane?	2. Yes, Joe has an airplane.

2.2.3 (Plurals) After listening to a stimulus sentence containing a singular noun and determiner, the student says the sentence, changing the singular noun and determiner to a plural form.

Student hears:	Student says:
1. I have a glass of milk.	1. I have two glasses of milk.
2. I have one book.	2. I have two books.

2.0 Morphology

2.3 Reading

2.3.1 (Verb forms - has, have) Provided sentences with a choice of two words (verb forms), the student crosses out the incorrect form in the sentence.

Student reads:	Student marks out:
1. The teacher (have, has) new books.	1. have
2. The teacher (have, has) a new book.	2. have
3. The pupils (have, has) many pencils.	3. has
4. Each pupil (have, has) a book and a notebook.	4. have
5. Alice (have, has) two books.	5. have
6. John and Mary (have, has) an interesting book.	6. has
7. I (have, has) a good pen and a new pencil.	7. has
8. The classroom (have, has) three large windows.	8. have
9. The wastebasket (have, has) many papers in it.	9. have
10. The box (have, has) an eraser.	10. have

2.3.2 (Plurals s/es) Given a list of singular and plural words, the student reads each word emphasizing the plural endings s/es.

Student reads:

1. piano	pianos
2. toe	toes
3. sandwich	sandwiches

2.3.3 (Verb form - 3rd person singular present tense verbs with "s" ending) The student reads a sentence which may or may not contain the above verb form. He checks #1 if it is the required form, and # 2 if it is not.

Student reads:	Student marks:	
	#1	#2
1. He is a doctor.	1. x	
2. John has a bicycle.	2. x	
3. Tom was not present.	3.	x
4. I am writing.	4.	x
5. Betty cooks the dinner	5. x	
6. You are reading.	6.	x

2.0 Morphology

2.3 Reading

2.3.4 (Number and gender) The student reads a sentence which contains a lexical item. He is shown three pictures differing only in the item being checked. The student selects the correct picture and marks the number on his answer sheet.

Student Reads:	Student sees:
1. The girl is studying.	1. a. Picture of boy studying. b. Picture of girls studying. c. Picture of girl studying.
2. The dog is barking.	2. a. Picture of two dogs barking. b. Picture of dog barking. c. Picture of several dogs barking.

Student marks:

1. a b (c)
2. a (b) c

2.3.5 (Prefixes) Given a list of words, the student underlines the prefix found in each word.

Student reads:	Student marks:
1. returns	1. <u>re</u>turns
2. preplan	2. <u>pre</u>plan
3. transforms	3. <u>trans</u>forms
4. antisocial	4. <u>anti</u>social
5. misbehave	5. <u>mis</u>behave

2.0 Morphology

2.4 Writing

2.4.1 (Verb forms) The student reads sentences which contain blank spaces in place of verbs, and the choice of two possible verb forms. He writes the correct verb form in the blank space.

Student reads:	Student writes:
1. She _____ here. (was, were)	1. was
2. They _____ going home. (was, were)	2. were

2.4.2 (Verb forms) The student reads a sentence with a choice of verb forms. The student selects the correct form of the verb and writes it in a sentence.

Student reads:

1. My father (work, works) in an office.
2. The boys (play, plays) in the yard.

Student writes:

1. My father works in an office.
2. The boys play in the yard.

2.4.3 (Suffixes) The student adds the suffix ing to a list of words ending in the vowel e. He drops the final e before adding ing.

Student reads:	Student writes:
1. drive	1. driving
2. smoke	2. smoking
3. ride	3. riding
4. bake	4. baking
5. shave	5. shaving

2.4.4 (Comparative) The student see three objects differing in size and color and writes three sentences comparing them in size.

Student sees:	Student writes:
Three pencils of different color and length	1. The yellow pencil is short. 2. The red pencil is shorter. 3. The blue pencil is shortest.

2.0 Morphology

2.4 Writing

2.4.5 (Number) Given the singular form of nouns, the student writes the plural forms of nouns. His answers are checked for correct spelling of plural forms.

Student reads:	Student writes:
1. girl	1. girls
2. baby	2. babies
3. church	3. churches
4. sheep	4. sheep
5. man	5. men
6. foot	6. feet
7. inch	7. inches
8. chair	8. chairs
9. child	9. children
10. tomato	10. tomatoes

2.0 Morphology

2.5 Combined Skills (reading and writing)

2.5.1 (Adjectives - comparative form using er) The student is given a pattern sentence, "This one is _____er_____ than that one.", and a list of adjectives. He writes a sentence supplying the comparative form of the adjective given, and makes any required spelling modifications.

Student reads:

1. This one is prettier than that one.
2. . . . . big . . . . . .
3. . . . . small . . . . . .
4. . . . . wide. . . . . .
5. . . . . long. . . . . .

Student writes:

1. This one is prettier than that one.
2. This one is bigger than that one.
3. This one is smaller than that one.
4. This one is wider than that one.
5. This one is longer than that one.

2.5.2 (Irregular verb "to be") The student reads a list of sentences with the verb missing. He writes the sentence selecting and supplying the correct form of the missing verb from presented choices.

Student reads:

1. I _____ sick. (were, is, am)
2. He _____ a doctor. (were, is, am)
3. You _____ chosen to be president. (was, were, is)
4. She _____ not on time. (was, were, are)
5. You _____ next. (is, are, was)

Student writes:

1. I am sick.
2. He is a doctor.
3. You were chosen to be president.
4. She was not on time.
5. You are next.

3.0 STRUCTURE

3.0 Structure

3.1 Listening

3.1.1 (Sentence recognition) The student listens to phrases or sentences. If it is a complete sentence, he circles the numbers corresponding to the sentence number.

Student hears:	Student marks:
1. Fish live in the water.	(1.)
2. Animals and birds.	2.
3. Jane walked to school.	(3.)
4. Dick played with the ball.	(4.)
5. Homes are very.	5.

3.1.2 (Word order) The student hears a statement and a question about the statement. He then selects the correct answer.

Student hears:	Student marks:
1. The boys look at the girls. Who is doing the looking? A. The girls B. The boys	1. A (B)
2. The children sit on the bench. Who is doing the sitting? A. The children B. The bench	2. (A) B
3. The baby cries in his crib. Who is doing the crying? A. The crib B. The baby	3. A (B)

3.1.3 (Word order) The student sees several pictures and hears a description of the pictures. If the word order is correct, the student checks "Yes", and if not, he checks "No".

Student sees and hears:	Student marks: Yes	No
1. This is a dress blue. (Picture of a blue dress)	1.	x
2. The building is tall. (Picture of a tall building)	2. x	
3. This is a big dog. (Picture of a big dog)	3. x	
4. The baby crying is. (A picture of a crying baby)	4.	x

3.0 Structure

3.2 Speaking

3.2.1 (Adjective placement) The student hears a model sentence, then repeats it. The teacher gives a cue word and the student completes the sentence, inserting the cue word in the correct place.

Student hears:	Student says:
1. The house is white.	1. The house is white.
2. . . . . little.	2. The house is little.
3. . . . . pretty.	3. The house is pretty.

3.2.2 (I see a _____) When asked, "What do you see?", the student responds, using the structure. Familiar objects are used in drill.

Student hears:	Student says:
1. What do you see? (Holds up a pencil)	1. I see a pencil.
2. What do you see? (Holds up a glass)	2. I see a glass.

3.2.3 (Yes, I do) Given a fruit, the student responds "Yes, I do", to the teacher's question.

Student hears:	Student says:
1. Do you have an apple?	1. Yes, I do.
2. Do you want a peach?	2. Yes, I do.
3. Do you see an apple?	3. Yes, I do.

3.2.4 (Contraction - don't) The student hears a model sentence; he responds with the negative form.

Student hears:	Student says:
1. I have a pencil.	1. I don't have a pencil.
2. I have a pen.	2. I don't have a pen.
3. I want a book.	3. I don't want a book.

3.2.5 (Is this a _____?) The student listens to a statement. He asks a question by placing the word "is" at the beginning of the statement.

Student hears:	Student asks:
1. This is a book.	1. Is this a book?
2. This is a chair.	2. Is this a chair?

3.0 Structure

3.2 Speaking

3.2.6 (Negative - not) The student transforms cue sentences from a positive form to a negative form by the correct insertion of the word "not".

Student hears:	Student says:
1. It's a pencil.	1. It's not a pencil.
2. It's a book.	2. It's not a book.

3.2.7 (Are you a _____?) The student listens to a statement. He asks a question by placing the word "are" at the beginning of the statement.

Student hears:	Student asks:
1. You are a dancer.	1. Are you a dancer?
2. You are a nurse.	2. Are you a nurse?

3.2.8 (Prepositional phrases) Given a set of pictures that show a location, in response to the question, "Where is _____?", the student answers in a complete sentence using the prepositional phrase.

Student hears:	Student says:
1. Where is the boy? (Sees a picture of a school)	1. The boy is at school.
2. Where is the girl? (Sees a picture of a home.)	2. The girl is at home.

3.2.9 (Do you want _____?) The student listens to statements. He places the functional word "do" at the beginning of each statement and changes the subject from 1st person singular to 2nd person singular.

Student hears:	Student asks:
1. I want a dress.	1. Do you want a dress?
2. I see a dress.	2. Do you see a dress?

3.2.10 (May I go to _____?") The student listens to statements, each of which contains 1st person singular as the subject. He makes a request by placing the word "may" at the beginning of the statement.

Student hears:	Student asks:
1. I go to the office.	1. May I go to the office?
2. I go to the bathroom.	2. May I go to the bathroom?

3.0 Structure

3.2 Speaking

3.2.11 (Prepositional phrases) The teacher puts the pencil in a position relative to the box. The student responds with a complete sentence corresponding to the position of the pencil.

Student sees:	Student says:
1. The pencil under the box.	1. The pencil is under the box.
2. The pencil over the box.	2. The pencil is over the box.

3.2.12 (Pronoun phrases) The student hears a statement. The student repeats the statement substituting the pronouns "he" or "she" for the noun phrase.

Student hears:	Student says:
1. John has a pencil.	1. He has a pencil.
2. Mary is in the house.	2. She is in the house.
3. Mary has a big dog.	3. She has a big dog.

3.2.13 (Is, are) The student cuts out paper dolls and discusses articles of clothing. When the teacher points to the dress, the student replies, using <u>is</u> or <u>are</u> in the sentence.

Student hears:	Student responds:
1. <u>Is</u> the dress red?	1. Yes, the dress <u>is</u> red.
2. <u>Are</u> the shoes black?	2. No, the shoes <u>are</u> not black.
3. <u>Are</u> the socks green?	3. Yes, the socks <u>are</u> green.

3.2.14 (You are a _____.) The student plays a game. He stands in front of the class and tells what he does and asks who he is. Community helpers will be the basis for statements, questions, and answers.

First student says:	Second student says:
I took a letter to the house. Who am I?	You are the mailman.
I put out a fire. Who am I?	You are the fireman.

3.0 Structure

3.2 Speaking

3.2.15 (Word order - questions) The student hears a statement. He responds with a question corresponding to the statement. Any correct form is acceptable.

Student hears:	Student responds:
1. John has the ball.	1. Who has the ball?
2. The book is on the table.	2. Where is the book?
3. The bell rang.	3. What rang?
4. The pie is good.	4. What is good?
5. School starts at 9:00 a.m.	5. When does school start?
6. Tom failed because he didn't study.	6. Why did Tom fail?

3.0 Structure

3.3 Reading

3.3.1 (Word order) The student reads a list of sentences in which one word has been omitted. The student reads each sentence, then selects from a list of written words, the one word which belongs in the space, and writes it in the proper space.

Student reads:		Student writes:
1. How _____ you?	is	1. are
2. My name _____ Joe.	are	2. is
3. What time _____ it?	my	3. is
4. I don't _____ cookies.	like	4. like

3.3.2 (Possessive adjective with a gerund) The student reads a list of sentences. Some sentences have the possessive form before the gerund and some do not. If the sentence contains the possessive gerund, he marks "Yes", and if it doesn't, he marks "No".

Student reads:	Student marks: Yes	No
1. We do not permit his working.	1. x	
2. Noise does not hinder him studying.	2.	x
3. Jane's father does not want her going.	3. x	

3.3.3 (Word order) The student reads a statement and a question concerning the statement. He selects the correct answer from a multiple-choice set and circles the letter representing the correct answer.

Student reads:	Student marks:
1. Robert writes his father a letter.	1.
Who is being written to?	
a. Robert	a.
b. the letter	b.
c. the father	(c.)
2. Alice presented Tom to Teresa.	2.
Who is being presented?	
a. Alice	a.
b. Tom	(b.)
c. Teresa	c.

3.0 Structure

3.4 Writing

3.4.1 (What do you _____?) The student reads a list of statements each of which contains the first person singular as the subject and a present tense verb. The pupil writes questions by placing the word "what" at the beginning of the statement followed by the functional word "do". He changes the subject to second person singular.

Student reads:	Student writes:
1. I want a book.	1. What do you want?
2. I see a chair.	2. What do you see?

3.4.2 (Where do you _____?) The student reads a list of statements each of which contains the first person singular as the subject and a present tense verb. The student writes questions by placing the word "where" at the beginning of the statement followed by the functional word "do". He changes the subject to second person singular and omits the prepositional phrase.

Student reads:	Student writes:
1. I eat breakfast in the kitchen.	1. Where do you eat breakfast?
2. I play ball on the playground.	2. Where do you play ball?

3.4.3 (When do you _____?) The student reads a list of statements each of which contains the first person singular as the subject and a present tense verb. The student writes questions by placing the word "when" at the beginning of the statement followed by the functional word "do". He changes the subject to second person singular and omits the adverbial of time.

Student reads:	Student writes:
1. I see the program everyday.	1. When do you see the program?
2. I play every Saturday.	2. When do you play?

3.4.4 (Adjective placement) The student reads a basic sentence, then rewrites the structure, correctly placing the descriptive words. A word list is provided.

Student reads: I'm going to the city.

List: beautiful
large
ugly
small

(continued)

3.0 Structure

3.4 Writing

3.4.4 (Adjective placement - continued)

Student writes:

1. I'm going to the beautiful city.
2. I'm going to the large city.
3. I'm going to the ugly city.
4. I'm going to the small city.

3.4.5 (Exclamatory sentences) The teacher gives the student a written list of sentences. The student writes an exclamatory sentence using the information on the list of sentences.

Student sees:	Student writes:
1. That is a tall building.	1. What a tall building that is!
2. That flower is beautiful.	2. What a beautiful flower that is!
3. That is a powerful motor.	3. What a powerful motor that is!
4. That street is busy.	4. What a busy street that is!
5. That map is excellent.	5. What an excellent map that is!

3.4.6 (Sequence of events) The student reads several groups of sentences arranged in random order. The student writes the sentences of each group in a logical sequence.

Student reads:	Student writes:
A. She began to cry. Tina went out to play. She fell down.	A. Tina went out to play. She fell down. She began to cry.
B. He left for work at seven-thirty. He ate breakfast in a hurry. He got up at seven o'clock.	B. He got up at seven o'clock. He ate breakfast in a hurry. He left for work at seven-thirty.

3.0 Structure

3.4 Writing

3.4.7 (Word order) The student is given a series of words in random order. He rearranges the words and writes a sentence in logical order.

Student reads:	Student writes:
1. to store John yesterday went the	1. John went to the store yesterday. OR Yesterday John went to the store.
2. her John flowers to gave some	2. John gave some flowers to her.
3. Mr. Mrs. party and gave dinner a Clark	3. Mr. and Mrs. Clark gave a dinner party.

3.4.8 (Spelling and punctuation) The student hears questions and writes previously memorized rejoinders. The student's written answers will be checked for correct spelling and punctuation.

Student hears:	Student writes:
1. (10:00 What time is it?	1. It is ten o'clock.
2. What is your name?	2. My name is John. What's yours?
3. Where do you live?	3. I live in California.
4. What do I have in my hand? (Holding pencil)	4. You have a pencil in your hand.

3.0 Structure

3.5 Combined Skills (reading, writing)

3.5.1 (Possessive pronouns) The student reads a sentence and fills in the correct possessive pronoun which corresponds to the subject.

Student reads:	Student writes:
1. The girl is in _____ room.	1. her
2. Her parents are in ____ room.	2. their
3. I am in _____ room.	3. my

3.5.2 (Direct and indirect objects) The student reads a list of sentences with a direct and indirect object in the structure form with "to" before the indirect object. He rewrites the sentences omitting the word "to" and placing the objects in the correct structural form.

Student reads:

1. John gave the book to Mary.
2. He sold the flowers to her.
3. The teacher told the story to the class.
4. Mother read the letter to father.

Student writes:

1. John gave Mary the book.
2. He sold her the flowers
3. The teacher told the class the story.
4. Mother read father the letter.

3.5 Combined Skills (listening, speaking)

3.5.3 (There are __ __.) A student sees a picture containing a varied number of people, animals, and objects: The student responds to the question: "How many _____ are there?" by giving the correct number of things asked for and using the structure: "There are _____ _____.)

Student hears:	Student says:
1. How many little ducks are there?	(<u>There are five</u> little ducks.)
2. How many boys are there?	(<u>There are three</u> boys.)
3. How many trees are there?	(<u>There are two</u> trees.)

4.0 VOCABULARY

4.0 Vocabulary

4.1 Listening

4.1.1 (Prepositions) As the teacher pronounces a word, the student demonstrates his understanding of the meaning of the word by holding or placing a pencil in a position relative to the box.

Student hears:	Student acts:
1. on	1. Places pencil on the box
2. over	2. Holds pencil above the box
3. under	3. Follow pattern as established in 1 and 2.
4. in	4.
5. in front of	5.
6. in back of	6.
7. at the side of	7.

4.1.2 (Word association) The student hears pairs of words which may or may not have the same meaning. The student circles the number on his paper indicating the words with the same meaning.

Student hears:	Student marks:
1. flower - rose	(1.)
2. house - car	2.
3. candy - sweets	(3.)
4. cherry - fruit	(4.)
5. chair - grass	5.

4.1.3 (Nouns) The teacher says, "They are at the _____." From a display of pictures, the student points to the one described.

Student hears:	Student points to correct picture:
1. They are at the post office.	post office
2. They are at the bank.	bank
3. They are at the park.	park
4. They are at the market.	market

4.0 Vocabulary

4.1 Listening

4.1.4 (Commands) The student hears a series of specific commands and carries them out.

Student hears:	Student acts:
1. Give me a book.	Gives teacher a book.
2. Give me your book.	Gives teacher his book.
3. Open the door.	Opens the door.
4. Raise your hand.	Raises his hand.

4.0 Vocabulary

4.2 Speaking

4.2.1 (Nouns) The student responds to a question by naming the object he is shown, using the correct article:

Student hears:	Student says:
1. What do you see? (Holds up a ball)	a ball
2. What do you see? (Holds up a pen)	a pen
3. What do you see? (Holds up an orange)	an orange

4.2.2 (Adjectives) When handed object, the student describes one of the qualities of the object, using the pattern, It's + adjective.

Student holds:	Student says:
1. A toy animal	It's soft.
2. A ball	It's round.

4.2.3 (Opposites) The student hears a list of words; the student responds by giving a word that is opposite in meaning.

Student hears:	Student says:
1. up	down
2. back	front
3. in	out
4. on	off
5. under	over
6. above	below
7. open	shut
8. high	low
9. far	near
10. first	last

4.0 Vocabulary

4.2 Speaking

4.2.4 (Adjectives) The student hears a sentence. He says the sentence in a different way by adding the word "not" after "is" and by giving the opposite of the adjective used in the sentence.

Student hears:	Student says:
1. This table is small.	1. This table is not large.
2. This table is thin.	2. This table is not thick.
3. This chair is big.	3. This chair is not little.

4.2.5 (Prepositions: The boy is + adverbial of place) The student sees a picture that illustrates use of a preposition of place. The student says the model sentence using the illustrated preposition.

Student sees:	Student says:
1. Picture of boy under the table.	1. The boy is <u>under the table</u>.
2. Picture of boy in front of table.	2. The boy is <u>in front of the table</u>.
3. Picture of boy at the door.	3. The boy is <u>at the door</u>.
4. Picture of boy beside the girl.	4. The boy is <u>beside the girl</u>.
5. Picture of boy between two men.	5. The boy is <u>between the men</u>.

4.0 Vocabulary

4.3 Reading

4.3.1 (Nouns) Given printed words pertaining to the unit (family, home, weather, health, animals) and a picture card representing each word, the student correctly matches the written word with the picture.

Student sees:			Student matches:
Word		Picture	
1. baby	____ a	father	1. g
2. mother	____ b	mother	2. b
3. twins	____ c	sister	3. h
4. father	____ d	brother	4. a
5. grandfather	____ e	grandmother	5. f
6. sister	____ f	grandfather	6. c
7. brother	____ g	baby	7. d
8. grandmother	____ h	twins	8. e

4.3.2 (Nouns, comparison) The student reads a list of sentences each having one word missing. The student will choose the correct word from several and write the word in the blank space.

Student sees:	Student writes:
1. This pencil is _____ than the typewriter. (light, heavy, lighter, heavier)	1. lighter
2. My automobile is _____ than yours. (longer, length, medium, small)	2. longer
3. This wall is just as _____ as that one. (thick, thickness, width, height)	3. thick

4.0 Vocabulary

4.3 Reading

4.3.3 (Nouns) The student reads various descriptions of pictures containing nouns. If the description is correct, he checks "Yes", and if incorrect, he checks "No".

Student sees and reads:	Student marks:	Yes	No
1. The girl is going to school. (Picture of boy going to school)	1.		x
2. This is a bedroom. (Picture of a bedroom)	2.	x	
3. She is talking on the telephone. (Picture of girl talking on telephone)	3.	x	
4. The fireman is riding a motorcycle. (Picture of a policeman on a motorcycle)	4.		x

4.0 Vocabulary

4.4 Writing

4.4.1 (Nouns) When shown an object, the student writes correctly the name of the object.

Student sees:	Student writes:
1. a ball	ball

4.0 Vocabulary

4.5 Combined Skills (reading and writing)

4.5.1 (Verbs) The student sees a picture illustrating the lexical item (verb). He is also given a worksheet with sentences describing the picture with a blank space for the verb. The student reads the sentence and fills in the blank space with the required verb form in the present tense.

Student sees:	Student reads and writes:
1. Picture of a boy writing.	1. The boy writes.
2. Picture of a girl running.	2. The girl runs.
3. Picture of a cat eating.	3. The cat eats.
4. Picture of a girl jumping rope.	4. The girl jumps.
5. Picture of a man sitting.	5. The man sits.

5.0 CULTURE

5.0 Culture

5.1 Listening

5.1.1 (Courtesy phrases) The student hears two phrases, one of which is culturally authentic. The student circles "A" or "B" to indicate which is the authentic phrase.

Student hears:	Student marks:
1. In asking teacher for permission to leave the room, a student says:	1.
A. Teacher, teacher, may I leave the room?	A.
B. Mrs. Brown, may I leave the room?	(B.)
2. In direct address, it is correct to say:	2.
A. Woman, please sit down.	A.
B. Lady, please sit down.	(B.)
3. In direct address, it is correct to say:	3.
A. Sir, what time is it?	(A.)
B. Man, what time is it?	B.
4. In greeting an adult, a student says:	4.
A. Hi there, teach.	A.
B. Good morning, Mr. Brown.	(B.)

5.1.2 (Music) The student listens to records representative of American jazz, western music, and spiritual. He correctly identifies the type of music by checking the right column.

Student hears:	Student marks: Jazz	Western	Spiritual
1. Tiger Rag	1. x		
2. Home on the Range	2.	x	
3. Swing Low, Sweet Chariot	3.		x

5.0 Culture

5.2 Speaking

5.2.1 (Telling time) The student looks at a clock. He listens to different questions and responds with a complete statement.

Student hears:	Student says:
1. What time do you get up?	1. I get up at seven o'clock.
2. What time is it?	2. It is three-thirty.
3. When do you go to bed?	3. I go to bed at eight o'clock.

5.2.2 (Greetings) The student hears greetings and responds accordingly.

Student hears:	Student responds:
1. Good afternoon.	1. Good afternoon.
2. How are you?	2. I'm fine, thank you. How are you?

5.2.3 (Courtesy phrases) Two children will be host and hostess. Two children will take the part of arriving guests. They will greet each other using courtesy phrases previously learned. Tom and Gladys go to visit Bob. Gladys is introduced to Bob.

Student No. 1 says:	Student No. 2 replies:
1. Good morning.	1. Good morning, please come in.
2. Bob, may I present my friend, Gladys.	2. I'm pleased to meet you, Gladys.

5.2.4 (Kinesics) The student participates in a question-answer drill. His cued response is checked for the correct use of gestures.

Student hears:	Student responds:
1. What is John doing? cue--How do I know?	1. How do I know? (Shrugs shoulders)
2. Why does she act like that? cue--She's a little crazy.	2. She's a little crazy. (Circles finger at the temple)

5.0 Culture

5.2 Speaking

5.2.5 (Kinesics) The student answers with the appropriate response to the question "Are you _____?" by looking at the cue gesture (nooding "Yes" or shaking the head "No").

Student hears:	Student says:
1. Are you tired? (shake head)	1. No, I'm not.
2. Are you hungry? (nod head)	2. Yes, I am.
3. Are you sleepy? (nod head)	3. Yes, I am.

5.0 Culture

5.3 Reading

5.3.1 (Customs) The student reads a sentence and circles the phrase which describes the student's schedule.

Student reads:

1. I go to school at seven { in the morning. / in the afternoon.

2. I { eat my lunch / go to bed } at noon.

3. I { eat my breakfast / eat my dinner } at six o'clock at night.

Student circles:

1. in the morning
2. eat my lunch
3. eat my dinner

5.3.2 (Customs) The student reads a short paragraph describing an American custom. The student selects the correct answer from multiple-choice items. The student circles the letter representing the correct response.

Student reads:	Student marks:
A. The children dress up in fancy costumes and go from door to door asking for treats.	A. 1. Easter Parade (2.) Halloween 3. New Year's Day
B. Everyone stays up until midnight and at the stroke of twelve they shout, ring bells and make noise.	B. 1. Christmas Eve 2. 4th of July (3.) New Year's Eve
C. This is a very important holiday. On it, we celebrate our independence from England. We often have parades and many special programs with fireworks. The children especially want firecrackers.	C. 1. 22nd of February (2.) 4th of July 3. 25th of December

5.0 Culture

5.4 Writing

5.4.1 (Idioms) Given an explanation of a figurative expression (idiom), the student writes an original sentence using the idiom. (For sources of additional idioms, see Appendix E - 3, 14, 15, and 17

Student hears:	Student writes:
"A pretty penny" means quite a lot of mon[illegible].	That car must have cost a pretty penny.
"To let the cat out of the bag" means to reveal a secret.	Joan let the cat out of the bag when she told [illegible] about the surprise party.

5.4.2 (Letters) The student writes appropriate headings and closings for business letters. The letters will be mimeographed, with blanks indicated, for heading and closing to be written in.

Student sees:	Student writes:
_____ ____	Dear Sir:
Body of letter	Body of letter
_____	Sincerely, OR Yours truly,

5.0 Culture

5.5 Combined Skills (listening, speaking)

5.5.1 (Folk story) The student listens to the story of The Three Little Pigs in Spanish. He then listens to the story in English, which is told with gestures. The student repeats the language patterns in a group and then individually. He eventually takes part in the play using the language patterns he has learned.

Student hears:	Student says:
Open the door and let me in.	Open the door and let me in.
Not by the hair of my chinny chin chin.	Not by the hair of my chinny chin chin.

5.5.2 (Folk song) The student listens to a record of the Hokey Pokey and follows the commands in the song. He sings along as he performs the actions.

Student hears:	Student does:
Put your right arm in and shake it all about.	Student puts right arm in and follows directions.
Remainder of song	Continues and follows directions.

5.5 Combined Skills (reading, writing)

5.5.3 (Idiomatic expressions) The student reads phrase that is idiomatic in meaning. Three meanings are given, one of which is correct. The student will write the correct meaning of the phrase.

Student reads:

A. Okay
   1. All right.
   2. Maybe.
   3. I'll think about it.

B. I'll call you about 6:00 p.m.
   1. I'll call your name at 6:00 p.m.
   2. I'll come to your house and call you about 6:00 p.m.
   3. I'll telephone you about 6:00 p.m.

(continued)

5.0 Culture

5.5 Combined Skills (reading, writing - continued)

5.5.3 (Idiomatic expressions - continued)

C. Tom will pick you up at the airport.
   1. Tom will lift you up at the airport.
   2. Tom will go to the airport to get you.
   3. John will give you your pick of airports.

Student writes:

A. All right.
B. I'll telephone you about 6:00 p.m.
C. Tom will go to the airport to get you.

6.0 INTERRELATED LEARNINGS

6.0 Interrelated Learnings (structure, vocabulary)

6.2 Speaking

6.2.1 (I have a _____) Given a picture of a farm animal, the student responds in a complete sentence when asked, "What do you have?"

Student hears:	Student says:
1. What do you have?	1. I have a cow.
2. What do you have?	2. I have a pig.

6.2.2 (What is he?) The student sees a display of male community helpers. The student is asked, "What is he?" He responds with the appropriate answer in a complete sentence or a phrase.

Student hears:	Student says:
1. What is he?	1. He's a milkman. OR A milkman
2. What is he?	2. He's a fireman. OR A fireman
3. What is he?	3. He's a policeman. OR A policeman

6.2.3 (It's a _____) The student hears and repeats the name of an object. He answers in a complete sentence when asked, "What's this?"

Student hears:	Student says:
1. a lemon	1. a lemon
2. What's this?	2. It's a lemon.

6.2.4 (Courtesy phrase) The student will follow the directions to make a request. He will do this in a complete sentence and say, "Thank you," when the request is granted.

Student hears:	Student responds:
1. Ask for a pencil.	1. May I have a pencil?
2. (Student receives a pencil).	2. Thank you.

6.0 Interrelated Learnings (structure, vocabulary)

6.2 Speaking

6.2.5 (Free response) The student listens to various questions. He responds with previously learned vocabulary and structures in a complete sentence or a phrase.

Student hears:	Student says:
1. Where are you going?	1. I'm going to the library.
2. What do you have?	2. A notebook.

6.0 Interrelated Learnings (structure, vocabulary)

6.3 Reading

6.3.1 (Sentence meaning) The student reads several sentences. Each sentence will be followed by four possible answers. The student will circle the letter which is followed by the most appropriate answer.

Student reads:	Student marks:
1. What is your name?	1.
a. His name is John	a.
b. My name is Bill.	(b)
c. I'm fine, thanks.	c.
d. Her name is Mary.	d.
2. I like hamburgers and french fries.	2.
a. What time is it?	a.
b. I have a notebook.	b.
c. So do I.	(c)
d. Where are you going?	d.

6.0 Interrelated Learnings (structure, vocabulary)

6.4 Writing

6.4.1 (Adjective + noun) The student sees several colored objects. He describes them by using the word order, adjective + noun, and writing them on paper.

Student sees:	Student writes:
1. a piece of blue paper	1. blue paper
2. a yellow pencil	2. yellow pencil
3. a red book	3. red book

6.4.2 (Original composition) The student writes an original dialog by recombining learned patterns. The student is expected to spell words correctly and to place capitals and punctuation marks correctly.

6.0 Interrelated Learnings (phonology and structure)

6.5 Combined Skills (reading and speaking)

6.5.1 (Vowel sounds - structure pattern, "I have _____.") The student reads three words, one of which contains the specified vowel sound. He selects the one with the required vowel sound and responds using the word in the structural pattern "I have a _____." The student is checked only for the correct pronunciation of the specified vowel and the proper use of the structural pattern.

	Student reads:	Student says:
/i/, ĭ	1. pet, pin, pan	1. I have a pin.
/æ/, ă	2. father, bat, men	2. I have a bat.
/e/, ĕ	3. mit, bed, fat	3. I have a bed.

6.5 Combined Skills (reading and writing)

6.5.2 (Complete sentences) The student reads a short paragraph that contains previously memorized structures. He copies the paragraph correctly supplying all capitals and punctuation marks.

Student reads:

my name is freddie i am ten years old and i am in the fifth grade what is your name

Student writes:

My name is Freddie. I am ten years old, and I am in the fifth grade. What is your name?

6.5 Combined Skills (listening and writing)

6.5.3 (Spelling and punctuation) The student writes a short paragraph from dictation. The student spells each word accurately and places all capitals and punctuation marks correctly.

Student hears and writes:

"John, wake up! It's seven o'clock. If you don't hurry you will be late for school," called mother.

"I'm coming. Is breakfast ready?" answered John.

"Oh! I spilled the milk!" exclaimed mother.

APPENDIX

APPENDIX A

OUTLINE OF CONTENT OBJECTIVES

1. Phonology

   Vowels
   Consonants
   Diphthongs
   Intonation
   Stress
   Linking
   Rhythm

2. Morphology

   Verb forms
   Radical changes of verbs
   Number
   Gender
   Adverb form
   Diminutives
   Superlatives
   Prefixes
   Suffixes

3. Structure

   Verbal phrases
   Prepositional phrases
   Noun phrases
   Adverbial phrases
   Pronoun phrases
   Complete Sentences
   Word order

4. Vocabulary

   Articles
   Verbs (infinitives)
   Prepositions
   Nouns
   Adverbs
   Adjectives
   Conjunctions
   Pronouns

5. Culture

Linguistic elements:

Courtesy phrases
Greetings
Paralanguage - intonation, cadence, pauses, inflection, tone
Kinesics
Idioms

Historical elements:

Customs
Dances
Music
Art

6. Interrelated Learnings - refers to activities that require the student to use two or more content areas simultaneously.

APPENDIX B

AREAS COVERED BY CURRICULUM OBJECTIVES

Phonology -- control of basic elements of the sound system as defined for English as a Second Language (ESL) and as demonstrated by specific listening, speaking, reading, and writing activities.

Vocabulary -- control of the basic vocabulary identified for ESL learning and as demonstrated by specific listening, speaking, reading, and writing activities.

Morphology -- control of basic changes in form to and within words, as identified for ESL learning and as demonstrated by specific listening, speaking, reading and writing activities.

Structure -- control of basic structural patterns identified for ESL learning as demonstrated by specific listening, speaking, reading, and writing activities.

Culture -- control of those items which affect meaning and are reflected in the language and paralanguage as identified for ESL and as demonstrated by specific listening, speaking, reading, and writing activities.

APPENDIX C

ACCEPTABLE LEVELS OF PERFORMANCE

A given behavior is generally considered to be mastered when a student demonstrates that he can consistently perform that behavior correctly. Mastery, even of the simplest of skills, is generally reached only after a long period--often years--of study and practice of that skill. A student who has just begun learning a specific behavior cannot be expected to perform at the level of mastery. However, the student's progress should be evaluated at intermediate points in the learning process. These points may be called intermediate levels of proficiency.

To determine whether satisfactory progress is being made, the teacher can define an intermediate level of proficiency which he considers appropriate for the length of time that the student has been practicing. This level may be described in terms of a score on a test of the desired behavior. For example, the teacher may establish that a score of eight correct on a 10-item test is acceptable performance. A student who achieves only four out of the same ten items would not be considered to have reached the acceptable level. He would have to devote more time to practicing the behavior in order to reach the intermediate level of proficiency. For example, a student may have spent five days practicing to achieve objective 1.1.2. In addition to this objective, the teacher might make a statement regarding the acceptable level of performance.

1.1.2 (Vowel Sounds) The student will be instructed to listen for a specific vowel sound. He will then hear pairs of English words, one of which contains the specified sound. He will indicate which of the two words contains the specified sound by circling the letter "A" or "B" on his answer sheet. For example, vowel sound /i/:

Student hears:	1.	a.	pit	b.	pet
	2.	a.	sit	b.	set
Student marks:	1.	(a)		b.	
	2.	(a)		b.	

(Intermediate Level of Proficiency) This objective will be considered to be achieved by an individual student when he demonstrates his ability to score 60% or higher on a test of achievement.

The second statement indicates that if the student responds correctly to six or more items on an appropriate 10-item listening test, his achievement for his stage in the learning process will be considered acceptable.

As the teacher gains experience in defining acceptable levels of achievement, he discovers what levels must be achieved in certain behaviors before a student can proceed effectively to others. With experience, the teacher develops criteria or guidelines for measuring the progress of the learner in the instructional program.

However, the teacher does not deal only with individuals. He must provide instruction for entire classes. In these classes are a variety of students with a variety of abilities. Variations in pupil abilities lead the teacher to expect different degrees of achievement as individuals in the class participate in activities designed to reach a specific goal. If the teacher considers the conditions for learning (the amount of time spent in practice, the nature of the behavior to be learned), and if he can make a fairly valid assessment of the students' abilities, then he can estimate the number of students who will achieve the objective. This estimate will be based on the acceptable level of performance for individuals; but, it will also contain an additional piece of information concerning the percentage of students who should be expected to reach the acceptable level of performance after a specified sequence of instruction. This expectation might be expressed as an acceptable level of performance for the class:

> This objective will be considered to be achieved when 75% of the class is able to score 60% or higher on a test designed to measure the achievement of the goal.

Expectations such as these are best made from experience. Through this experience comes the establishment of valid local norms of achievement.

By describing goals in behavioral terms and by expressing acceptable levels of performance, the teacher makes it possible to assess the effectiveness of his instructional program. If students do not achieve at the expected level, it may be that the level was set too high; that insufficient time was allowed for practice, or that the techniques of instruction were inadequate. Whatever the reason, the teacher is able to modify one or all of these factors and to re-evaluate achievement. He has at his command specific techniques for assessing his own effectiveness-techniques which teachers have so long lacked and so long needed.

APPENDIX D

DEFINITIONS

Behavioral objectives -- educational objectives stated in terms of what the learner will be able to do after instruction and practice.

Culture -- The sum and total of the linguistic and historical elements of a given group of people.

Linguistic elements -- those which are reflected in the language and paralanguage of a people.

Historical elements -- non-linguistic, and are reflected in the total environment of a people, past and present (music, art, customs, clothing, etc...)

Grammar -- the set of principles or rules which describes the structure and morphology of a language.

Intonation -- the patterned rise and fall of pitch covering a phrase or complete utterance.

Levels of performance --

Terminal performance -- the final outcome of the learning process, for the student, for a specific behavioral objective.

Intermediate level: a less than mastery degree of success on the part of the student, appropriate for the length of time that he has been practicing. (See also Appendix C)

Morphological change -- root, suffix and prefix changes including number and gender changes, verb conjugations, formation of compounds and derivations.

Morphology -- the study of changes in form to or within words.

Paralanguage -- the non-linguistic, information-bearing elements of language including body gestures (kinesics), and voice qualifiers such as intonation, stress, rhythm and pitch, that are a part of spoken language.

Phonology -- the basic elements of the sound system of a language.

Stress -- the weight or emphasis given a particular syllable in a word.

Structure (Syntax) -- the meaningful grouping of words in a given language.

Vocabulary -- the sum of words used in a language.

APPENDIX E

RECOMMENDED READING

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